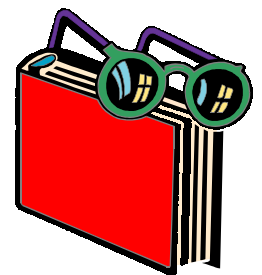


NEW MEXICO BEST PRACTICES



INTRODUCTION

As School-to-Work systems have been developed around the country, many areas were often in such a hurry to develop components of the School-to-Work system that a review of current programs was often overlooked. First of all, remember that the most efficient way to build a School-to-Work system is to build upon what you already have that is working. The motto that many School-to-Work partnerships have used is the old saying “Don’t reinvent the wheel.” Nothing can be more frustrating than to work long and hard to find out later that someone in another area of the state or part of the country already has a great way of achieving what you have just developed. What is contained on the next few pages are examples of programs that are currently operating around the State of New Mexico. Each “Best Practice” is similarly formatted so that you can quickly find specific types of information without searching through the entire “Best Practice”. As you develop new approaches to solving some of the School-to-Work problems, be sure to submit your “Best Practice” to the State Department of Education or the New Mexico School-to-Careers Office.



CAREERS IN CONSTRUCTION

NAME:

Careers in Construction administered by Associated General Contractors, New Mexico Building Branch (Erica Stell or Sharon Fox)

ADDRESS:

1615 University Blvd. NE, Albuquerque, NM 87102

PH: 505-842-1462

FAX: 505-842-1980

SCHOOL-TO-WORK COMPONENT:

Connecting Activities

OVERVIEW OF THE BEST PRACTICE (ABSTRACT):

Careers in Construction is designed to give middle school, high school and post secondary students the opportunity to explore the world of commercial construction. This occurs through classroom presentations, orientation classes, shadowing experiences, and paid employment. This program also provides mentoring training for employers who wish to employ a student as well as business tours for teachers and administrators. The industry focus is broad as participants learn about career opportunities from carpentry to accounting to architecture. Information disseminated includes job descriptions, salary ranges, basic and specific employability skills needed, and a discussion on appropriate post secondary training ranging from an apprenticeship to a bachelor degree.

IMPACT:

Over 4000 students each year hear about the world of commercial construction through classroom presentations. At least 25 students are placed in paid work experiences each year as a student intern, a pre-apprentice or as a registered apprentice in a school-to-registered apprenticeship program. Students and educators are better educated on the career opportunities available in this industry and the industry is viewed as a viable career option. Employers are given the opportunity to actively participate in the career development of young people.

HOW WAS IT ACCOMPLISHED:

Careers in Construction is administered by Associated General Contractors, (AGC), a national trade association for commercial builders. The New Mexico Building Branch of

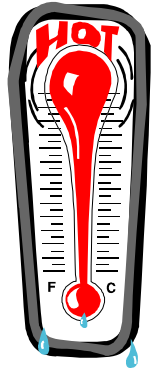


NEW MEXICO BEST PRACTICES

AGC created this program in response to the concern of its members about work force quality, quantity and the image of the industry.

TIME LINE:

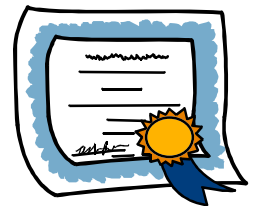
- established the Construction Career Alliance with representatives of industry, education (secondary and post secondary), Department of Labor, State Department of Education, labor organizations, and the State Apprenticeship Council/Bureau of Apprenticeship and Training to guide the program and offer support
- secured a grant from the State Department of Education to hire a coordinator for the program
- established buy in from additional members of AGC who could serve as employer mentors
- established buy in from the local school district-we started with a magnet school that housed a building trades program and then grew to partnerships with all middle schools, high schools and post secondary sites in our area that were interested.
- reach all levels of students through classroom presentations
- reach employers by marketing through association publications and word of mouth
- developed application process for students interested in employment
- developed introductory guide on STW for the construction industry, mentoring guide for employers, and numerous promotional brochures and flyers
- continually look for new ways to introduce students to this industry and be flexible enough to utilize them



WHO WAS INVOLVED:

Construction Career Alliance members: employers that represent all aspects of the industry, local secondary administrators and educators, post secondary administrators and educators (community college and university), State Apprenticeship Council, Bureau of Apprenticeship and Training, DOL, State Department of Education, representatives from other associations connected to the industry (American Institute of Architects, Construction Financial Management Association, American Subcontractors Association, Construction Specification Institute), local and labor unions.

Additional involvement includes AGC members/employers and teachers who welcome classroom presentations.



LESSONS LEARNED:

Contacts with members of the community who may be doing similar things or just contacts that can get the word out are essential to success. Positive word of mouth is half of the battle. Multiple approaches to meeting each goal are advantageous.

BARRIERS:

As the program grew and more and more students became interested, we had a hard time providing employers for all of the students. There were several ways we addressed this. (1) stronger marketing campaign focusing on the employers and specifically addressing their concerns (ie-liability, workers compensation, part-time employees), (2) increasing the application process for students to ensure only students committed to this industry were given employment, (3) facilitating funding that provided paid employment for students to complete mini construction projects on their own campuses.

RESOURCES:

- funding for a full-time coordinator
- volunteer time from the Alliance members (approximately 35 people) who meet monthly and do other things to market the program
- employers needed for every student interested in a paid work experience (at least 25 per year)
- educator contacts so that the classroom presentations can occur (all middle schools, high schools, and post secondary institutions in the area)

EVALUATION:

The program is successful because each year the number of students reached with career information on this industry increases, participants view this industry as a viable career option, students receive training in skills that benefit the industry, and students stay in school and graduate.

OTHER SCHOOL-TO-WORK COMPONENTS

THIS “BEST PRACTICE” RELATES TO:

Work-based learning, school-based learning, career majors/pathways, integration, curriculum, articulation, marketing school-to-work, employer involvement, and participation of young women are all components that this program touches on. We provide paid work experiences, we work with the schools to make classroom learning relevant, students explore career options, special education students work with general education students, industry driven curriculum is used, an articulation agreement between the community college and the university now exists, constant marketing of the program is required, employers must be recruited and non-traditional employment is very important to our industry.

FISCAL NOTES:

Financial support is provided by the State Department of Education, the National School-to-Work Office (local STW partnership grant), Youth Conservation Corps, and employer donations.

PECOS VALLEY REGIONAL CENTER COOPERATIVE

NAME:

Sharion Ham, Transition Coordinator

ADDRESS:

Pecos Valley Regional Center Cooperative
P.O. Box 155
Artesia, NM 88211-0155

TELEPHONE/FAX:

505-746-2731 (phone)
505-746-9645 (FAX)

SCHOOL-TO-WORK COMPONENT THIS "BEST PRACTICE" PERTAINS TO:

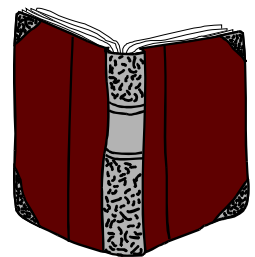
Marketing School-to-Work

OVERVIEW OF THE BEST PRACTICE (ABSTRACT):

The major focus of this endeavor was making teacher and administrators in four rural school districts aware of the need for School-to-Work activities. They were first introduced to ideas, software, and materials that can be used in a School-to-Work program. Then they were provided an opportunity to observe innovative programs currently operating in the Albuquerque Public Schools. Arrangements were made with the University of New Mexico to offer continuing education credit hours to participating teachers.

IMPACT:

Each of the four districts has begun to implement, to varying degrees, School-to-Work programs of their own. Before the training, few or no initiatives were in place in three of the districts. Now, School-to-Work projects and programs are being developed in those districts by teachers who participated in the trainings. In one district that already had a School-to-Work program in place, activities and teaching practices were expanded.



HOW WAS IT ACCOMPLISHED:

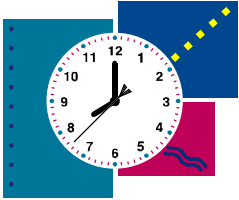
- Awareness of suggested steps to achieve best practice School-to-Work goals was accomplished through individual meetings with administrators, counselors, and teachers, as well as presentations in faculty meetings and written correspondence.
- Surveys were conducted to ascertain interest.
- Interested teachers were contacted and information concerning upcoming trainings was sent to them regularly.

Four separate trainings were scheduled to cover:

- Introduction to the philosophy of School-to-Work - here teachers shared practices already in place in the classroom that related to school to work, they generated new ideas about activities that would integrate School-to-Work practices into regular academics as well as covering the philosophy itself.
- Introduction to specific School-to-Work curriculum and materials and expansion of methods to implement School-to-Work activities in the classroom.
- Introduction to self-determination curriculum, and practical ideas for incorporating the ideas into the classroom to enhance a School-to-Work program.
- Training on CHOICES software, which is ideal for doing career awareness and career exploration.
- Albuquerque Public Schools personnel were contacted and arrangements were made to visit five sites where teachers had developed excellent projects that included several components of a model School-to-Work program.
- Debriefing and exchange of written materials generated from each training and site visit were part of the goals of the best practice.

WHO WAS INVOLVED:

- Various teachers, administrators, and counselors from the four school districts
- Funding from the Governor's office
- Albuquerque Public Schools
- University of New Mexico
- Personnel from Careerware, makers of the CHOICES program
- Pecos Valley Regional Center Cooperative
- Personnel from Project CERES curriculum developers
- New Mexico Department of Labor
- New Mexico State University—Carlsbad



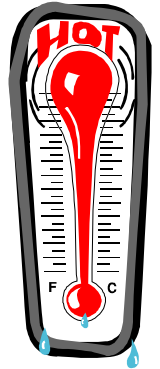
LESSONS LEARNED:

Change:

1. Start at the beginning of the school year (funding began in January) to meet with teachers and disseminate information
2. Do more intense dissemination (i.e.: have teachers of successful School-to-Work programs come and talk to our teachers, show videos of programs at work, offer opportunities for tours of nearby successful programs)
3. Meet more to brainstorm ideas on how to integrate ideas gained in training so that teachers could benefit more from the ideas of one another
4. After brainstorming, consider forming committees to further investigate and develop ideas for expanding each area of the School-to-Work model for the four separate districts
5. Ask each district to designate a contact person who would be willing to coordinate meetings and disseminate information

Keep the same:

Provide teachers with an introduction to School-to-Work ideas and philosophies and provide them with training on methods and materials that have been developed and used in model programs. Expose them to model programs through site visits that allow time for questions about development, implementation, and effectiveness.



BARRIERS:

- Four separate districts in two counties hampered communication and the exchange of ideas.
- Extremely rural settings offered few opportunities to make work-based learning a feasible idea for the majority of students. Consequently, teachers and administrators were frustrated in trying to implement this component of the School-to-Work model.
- Financial resources were limited in these small districts.
- Few individuals attended more than two sessions. This resulted in inadequate understanding of the different components of School-to-Work programs and what was available for implementation of such programs.



RESOURCES: (FINANCIAL, HUMAN, TECHNOLOGY, EQUIPMENT)

Financial:

- Money for substitutes so that teachers could be released to attend trainings.
- Stipends to teachers for attendance.
- Reimbursement for travel (most teachers had to travel from their home district to another to attend the training).
- Stipends to Albuquerque teachers and coordinators for taking a day to work with this project, as well as the planning time involved in coordinating the visit.

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- Money for materials that teachers reviewed in trainings and found beneficial for classroom use.

Human and Time:

Approximately 50 people attended the four trainings. Some of these people attended more than one session; about 40 different individuals attended at least one session. Each session required from four to six hours to complete, in addition to driving time which ranged from 30 minutes to one and one-half hours. The Albuquerque trip required approximately 14 hours, including driving time (240+ miles). Teachers and counselors from outside our four districts who were interested in learning to use CHOICES also participated in the training on the career exploration software.

Technology/Equipment

The training on CHOICES required the use of a computer lab in which student computers were networked with a server. Computers had to be IBM-compatible and run Windows.

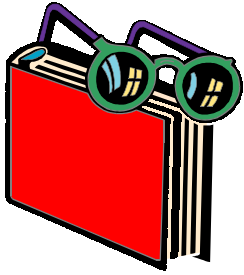
EVALUATION: (WHAT WOULD YOU DO DIFFERENTLY)

Evaluation was accomplished by contact with each district and with individuals who received training. Each participant was asked how their classroom or program for the 1996-97 school year compared to the 1995-96 school year, and what changes were made in an effort to integrate School-to-Work activities.

OTHER SCHOOL-TO-WORK COMPONENTS THIS "BEST PRACTICE" IS CONNECTED TO:

This particular subunit was tied to several efforts in the individual districts to provide work experiences to various students that were related to career interest or vocational training. In each case, progress at work sites was monitored by school personnel and student evaluations were developed and used by both schools and employers.

A transition conference was developed and hosted by the Pecos Valley RCC in conjunction with ENMU-Roswell, Division of Vocational Rehabilitation—Circle of Life program, and several local and state agencies. Break-out sessions addressed topics directly related to School-to-Work programs. One session on school liability issues brought together some of the key people in the state who deal with liability policy, and allowed them to share with each other and conference attendants about the unique needs that schools have in regard to this issue. Subsequently, work is continuing in this area in an effort to best meet the needs of schools desiring work-based learning opportunities for their students without fear of inadequate liability insurance.



FISCAL NOTES:

Related activities and required personnel were funded in part by individual districts, grants from the Division of Vocational Rehabilitation—Circle of Life, IDEA discretionary competitive sources, NM State Department of Education—Vocational Education Division—Carl Perkins.

EASTERN NEW MEXICO UNIVERSITY—ROSWELL TPAD EXTENSION PROGRAM

NAME:

Bob Cates, Assoc. Dean Voc.Ed., Tech Prep Coordinator

ADDRESS:

ENMU-R, P.O. Box 6000, Roswell, NM 88202-6000

TELEPHONE/FAX:

Phone (505) 624-7328

FAX (505) 624-7188

SCHOOL-TO-WORK COMPONENT THIS “BEST PRACTICE” PERTAINS TO:

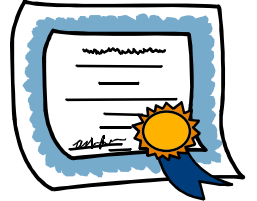
Integration, articulation and employer involvement.

OVERVIEW OF THE BEST PRACTICE (ABSTRACT):

At the request of the State Department of Vocational Education, we began five out-of-district programs. Apparently, the post-secondary institutions in that area did not want to work with the school districts. We signed joint-powers agreements with New Mexico Tech at Socorro and added 13 more school districts to the charter five in our consortium. From Roswell, Socorro is 165 miles and Truth or Consequences is 215 miles.

IMPACT:

We now partner with 18 school districts in an area of 25,000 square miles. The initial programs were Auto Tech, Building Trades, Culinary Arts, Heavy Equipment Operation and Nursing Assistant. This past semester, 243 high school students enrolled in dual-credit concurrent classes. On-the-job training was a component of the plan.



HOW WAS IT ACCOMPLISHED:

We simply began by visiting the school districts to identify that “key” person that would work with us to develop this project. After that person was identified, we made various offerings and signed articulation agreements with the districts. We then began the classes last August.

WHO WAS INVOLVED:

Personnel from ENMU-R, the school districts, New Mexico Tech, the Department of Vocational Education, appointed advisory groups and business operators in the Socorro area.

LESSONS LEARNED:

That it is a very difficult task to start programs from scratch with limited funds and personnel.

BARRIERS:

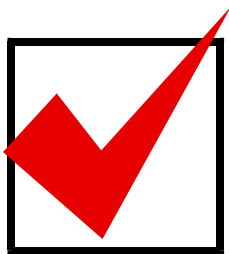
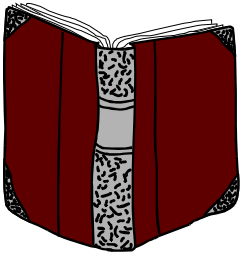
Lack of classrooms, teaching aids, and shop equipment, the resistance to change in people at both the secondary and postsecondary level. Roadblocks were created by some who wished to continue the “cafeteria” style of presentations. They either were unable or unwilling to launch out with new and different methods. Fortunately, there were enough positive folks that enabled us to begin.

RESOURCES: (FINANCIAL, HUMAN, TECHNOLOGY, EQUIPMENT)

The Department of Voc Ed provided some start-up funding. ENMU-R provided both money, equipment, some textbooks (where applicable), supplies and teaching aids. The school districts provided some textbooks and paid the student’s tuition. A part-time coordinator was hired with grant money and stationed in Socorro. New Mexico Tech provided office space and we rented two buildings for classrooms/ shops. Every partner contributed that which they could afford.

EVALUATION: (WHAT WOULD YOU DO DIFFERENTLY)

If I had it to do over, I would first hire and train a person to instigate and coordinate the project. In this instance, implementation preceded planning. The school districts wanted us to move quickly. We probably moved too fast and therefore left many things hanging. We could have made this initiative work much more efficiently and cost effective if we had people who could devote their full time and energy to the project. However, we did start and it is working.



OTHER SCHOOL-TO-WORK COMPONENTS THIS “BEST PRACTICE” IS CONNECTED TO:

Tech Prep and apprenticeship programs.

FISCAL NOTES:

So far we have spent around \$ 150,000. This includes salaries, supplies and about \$60,000 in equipment. We will spend another \$50,000-60,000 this semester.

YOUTH DEVELOPMENT INC., PROJECT SUCCEED

A COMPREHENSIVE SERVICES APPROACH FOR SCHOOL-TO-CAREERS

NAME:

Niki Tapia-Brito

ADDRESS:

6301 Central Ave. NW., Albuquerque, NM 87107

Phone (505) 831-6038

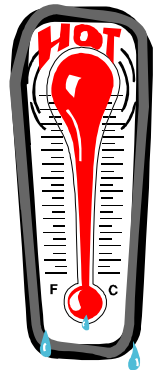
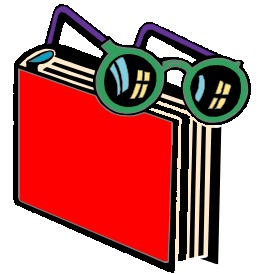
Fax (505) 831-6022

SCHOOL-TO-WORK COMPONENT:

Connecting Activities

OVERVIEW OF THE BEST PRACTICE (ABSTRACT):

Youth Development, Inc.’s Project Succeed/ School to Work Program is a comprehensive, community based program for youth at-risk of dropping out of school. Recognizing the diverse needs of youth at-risk, Project Succeed aims to provide holistic services that address our clients’ academic skills, employability, life skills, and social / personal needs. Project Succeed encourages growth in the targeted areas by providing integrated educational, after-school work experience, case management, therapy services and extracurricular, social opportunities to youth. The program provides instruction in the following areas: language arts, mathematics, construction technologies, automotive technologies, entrepreneurship and either JIPA or private sector employment for school credit. Our goal is to prepare youth for post secondary education, careers, responsible citizenship, and life-long learning.



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Our classes maintain a low student-to-teacher ratio, and job sites are selected for suitability to each client. Progress is closely monitored at school and work. Project Succeed / School to Work aims to improve literacy and computation skills. The program also focuses on improving higher order thinking, teamwork skills, and personal qualities that enable youth to be capable, trustworthy and dedicated employees and potential employers. We value the ability to manage resources and the ability to acquire and use information. We emphasize not only the importance of obtaining a high school diploma, but also the need for post secondary education and training. The program exposes students to trades and specialized fields, such as computer chip manufacturing. Furthermore, we expose students, especially young women and minority students, to other types of non-traditional work force employment, such as the police force or the fire department. Project Succeed also provides computer assisted learning, family involvement activities, quality case management services, and therapy services. In addition, the program incorporates ropes courses, rock climbing, and a variety of other educational and career related field trips to expose youth to positive, healthy recreational activities.

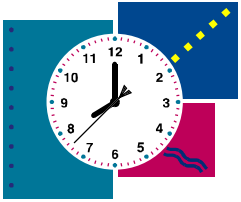
Additionally, staff development and training is emphasized. The program provides a five day training session prior to each school year that addresses issues pertinent to our clientele and to working with at-risk youth. Throughout the year, computer training is provided and the majority of our training is initiated by staff.

IMPACT:

Project Succeed is a School to Work program that has been twice awarded with Presidential Awards for “High Risk Youth Services,” and “Outstanding Training Program.” The program has received numerous recognitions for JTPA program performance. The program, formerly known as the “Stay-In School Program,” was established in 1986. Initially we began offering math and English courses, case management and JTPA work experience to students at two high schools, in a half day program.

Currently, we serve three school districts. Within Albuquerque Public Schools we provide services to: Rio Grande, Valley, West Mesa, Del Norte, Highland, and Albuquerque High. We also serve Los Lunas High School and Bernalillo High School. In 1995-96, we served approximately 923 students in our classes, post secondary/ career exploration program and via work experience. During the 1995-96 school year, we retained 80% of our clients, 9% transferred to other schools or GED programs and only 11% were long term suspended, or dropped out of school. Among those who completed the program, 84% successfully passed their English course in the fall and 75% passed the spring semester. In our mathematics courses, 75% successfully passed math in the fall, and 67% passed the following spring semester. In just the first 9 weeks of the 1995-96 school year, Project Succeed tripled the passing rate of students in math, and almost quadrupled the passing rate in English.

Among the 92 Project Succeed students participating in the work experience component,



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approximately 76% of the youth in the program lacked previous work history. Nevertheless, 86% completed their work program positively. In 1995-96, we instituted a *private sector program* not linked to JTPA funds to provide services to students who did not meet JTPA requirements. We teamed up with local businesses to establish work sites and training programs for youth. Last year we served 28 students in the private sector program. We provided work experience, job mentorship, career exploration and general job skills such as resume writing, interviewing techniques, and information about appropriate dress, conduct, and manners in the work place. Students in both JTPA and private sector branches were able to receive school credit for their work experience.

Through our case management services and our Senior Track services, all Project Succeed students were exposed to educational and career opportunities. Through classroom presentations, guest speakers, interest inventories, field trips to many post secondary institutions, and with academic advisement, students were encouraged to consider post secondary school and training. We provided ACT preparation courses and payment of ACT test fees and workshops for parents and students on admissions requirements and financial aid. Project Succeed's Senior Track provided walk-in assistance with applications and scholarship or financial aid forms. Students were also given the opportunities to attend youth conferences such as the youth leadership camp, the People Empowering People Youth Conference conducted by Project Succeed, and the first annual MECHA conference organized by and for high school students.

In 1994-96, among those senior students or GED students participating in Senior Track, a more individualized and extensive career and school exploration program, 80% of the participants went on to post secondary education, 10% found unsubsidized employment and the status of 10% was unknown.

Project Succeed is a unique School to Work program offering an extensive number and type of services. Project Succeed attempts to provide incoming freshman who are at-risk, reclassified freshman and other at risk youth with a chance to transform past school failure and a lack of work experience, into school success and applicable work experience. The greatest change over the course of the program has been our ever increasing awareness of the importance of collaboration with other agencies, and the need for tailoring staff training to their needs.

HOW WAS IT ACCOMPLISHED:

Any effective School to Work or drop-out prevention program must network and collaborate with many other agencies and individuals to successfully provide the resources youth need. This work cannot be done in isolation. The success of Project Succeed is due to: 1) the quality and dedication of our staff and our efforts to provide relevant training and 2) our partnerships with other agencies and service providers. Our ability as a staff to build relationships with our students is key to the growing success of those students. Similarly, our abilities to build partnerships within the community enables Project Succeed to provide and direct our clients to the most appropriate services within YDI and



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within our community. While Project Succeed has always sought to work in conjunction with others, in time, the needs of our clients and the vast resources in our community has continued to propel us to further develop our contacts with other organizations. We have attempted to achieve this by:

- Hiring qualified, caring, and dedicated staff members
- Providing ongoing training, that is determined by and for our direct service staff, as per their individual / group needs
- Establishing a work environment where staff feel free to voice their opinions, give authentic feedback, and take ownership in the program
- Encouraging ongoing internal and external evaluation of the program
- Networking and collaborating with local public and private businesses, high schools, and post secondary institutions is fundamental to the effectiveness of Project Succeed
- Establishing an intake /assessment process to best determine client needs
- Networking and collaborating with other service agencies for referral purposes
- Networking and collaborating with post secondary institutions to establish scholarships for youth and to open avenues for career and post secondary school exploration and articulation

WHO WAS INVOLVED:

Some of our partners include:

- The Albuquerque Public Schools: Rio Grande, Valley, West Mesa, Del Norte, Highland and Albuquerque High Schools
- Los Lunas High School
- Bernalillo High School
- The City of Albuquerque
- The City of Albuquerque / Private Industry Council
- The Intel Corporation
- PNM Foundation Inc.
- Phillips Semiconductors
- The State Department of Labor
- The State Department of Education
- Post Secondary Institutions, such as UNM, T-VI Community College, NM State, Highlands, Adams State College, Western New Mexico University, & Eastern New Mexico University
- Many other service agencies and businesses

LESSONS LEARNED:

Our focus on building relationships with our clients enables us to help them establish goals, and increase their motivation towards achieving their own goals. Our work reveals that students

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require challenges both in the classroom and in their employment placements. Exposure to career and post secondary educational opportunities increases the likelihood that our students will get further education and training.

Project Succeed has also learned that our program must be dynamic and flexible. We have learned that one of our most valuable assets is our staff members. In order to provide top quality services, our salaries must be competitive to attract and retain excellent instructors, case managers and job developers. Furthermore, encouraging ongoing education for staff is essential to the growth of each individual and the program as a whole. Encouraging feedback and evaluation and subsequently acting upon that input, promotes the “buy-in” from the Project Succeed team members, that keeps our program on the cutting edge of School to Work Programs and drop-out prevention programs nation wide.

BARRIERS:

One of the biggest barriers has been funding on a year by year basis for instructors, case managers and other services. This requires a great deal of work each legislative session to secure future funding. This demands that administrators focus on funding issues, in addition to direct services during the school year. This also can lead to the eventual loss of superb employees because the funding issues present an image of job insecurity.

Project Succeed has tried to create a work environment that staff values and it has attempted to maximize job satisfaction, so that the positive aspects of the program and their work, far outweigh this barrier. We also have provided staff with an excellent benefits package and kept salaries competitive for instructors. We also have aggressively sought refunding because we believe in the work we do with young people.

Functioning as an partner within school districts requires that staff must work with and respond to both YDI's and individual school administrations. It also requires that the staff in the schools learn the policies and rules of both agencies.

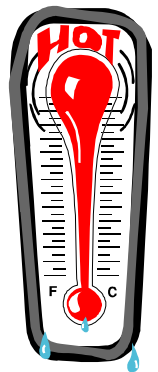
We have addressed this issue by sharing the responsibility of supervising and evaluating staff with the schools. The staff are informed of this relationship up front and experience shows that this is the most effective way of meeting the needs of all parties. YDI and the schools are also sensitive to the vast amount of information staff members are required to learn. YDI tries to eliminate unnecessary meetings, paperwork, etc. Furthermore, training and ongoing mentorship within the school's departments enables staff to meet the requirements of both agencies.

RESOURCES:

An operating budget of \$900,000

Project Succeed currently employees 43:

- 14 Math and English Instructors





- 8 Construction Trades, Automotive Technology and Entrepreneurship Instructors
- 7 Case Managers
- 2 Job Developers
- 1 Senior Track Advisor
- 3 Coordinators
- 3 Administrators
- 1 Therapist
- 1 Data Processor
- 3 Fiscal and Support Personnel
- All employees work full time, with the exception of the instructors who work on a contract basis.
- Approximately 40 computers, 16 printers, and three lap top computers. Four computers are placed at seven of the eight schools. All staff have access to computers at the main office and branch offices.
- General classroom equipment: four overheads, two video cameras, two televisions, and general office supplies.
- Access to all of Youth Development Inc.'s 30 programs and resources

EVALUATION:

The success of Project Succeed was evaluated in several ways: each staff member was asked to complete a self-evaluation and an anonymous program evaluation. We participated in an external evaluation conducted by an independent consultant hired by the State of New Mexico, and we internally monitored ourselves and were monitored by JTPA auditors.

In our internal evaluations, we look at the number of student we served, student demographics, the types of services we were able to provide, student retention rates, grades, attendance, mobility rates, performance at work and reasons students exited the program.

This year, we have hired another independent evaluator to help us examine the areas of: 1) administration and operations, with an emphasis on communications / work flow, roles and responsibilities, accountability and resources, 2) program delivery, with an emphasis on curriculum and instruction, case management, and relationships with the community and 3) student academic progress, affective changes, migration, and profiles. Internally, we will continue to monitor the impact of our work experience programs at large.

WHAT WE WOULD CHANGE:

In our efforts to work with so many partners, Project Succeed has recognized a great need for improvement in our communication efforts. It is our current goal to centralize information and make it more readily accessible to our partners and our own staff. Minor oversights, or failures to share information with staff, the community, etc., can result in time



NEW MEXICO BEST PRACTICES

consuming confusion. We are also installing a voice mail system at the main office and have supplied each of our case managers, job developers, and coordinators with pagers.

OTHER SCHOOL-TO-WORK COMPONENTS

THIS "BEST PRACTICE" RELATES TO:

- Work Based Learning
- School Based Learning
- Integration
- Articulation
- Employer Involvement
- Career Majors/Pathways
- Participation of Young Women
- Curriculum

FISCAL NOTES:

Funding is leveraged from many sources to further the services we provide youth in this School to Work / Drop-out prevention Program.

YOUTH OPPORTUNITIES IN RETAILING

NAME:

Rick Sandoval/Larry D'Anza

ADDRESS:

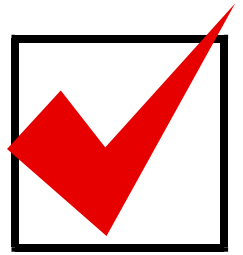
2403 San Mateo Blvd., N.E.,
Suite P-6
Albuquerque, New Mexico 87110

TELEPHONE/FAX:

Telephone: (505)889-8906
Fax: (505)889-9110

SCHOOL-TO-WORK COMPONENT THIS "BEST PRACTICE" PERTAINS TO:

- Work-based Learning
- School-based Learning
- Connecting Activities



- Career Majors/Pathways
- Employer Involvement
- Curriculum

OVERVIEW OF THE BEST PRACTICE (ABSTRACT):

This retail School-to-Work initiative focuses on the recruitment and professional development of high school students who are considering Business, Marketing or Retail careers as potential long-term career opportunities.

IMPACT:

A successful School-to-Work program that has brought both industry and students long-term benefits through the integration of business needs, career skills training and development in the business arena.

HOW WAS IT ACCOMPLISHED:

Industry was first approached for the purpose of identifying business needs in relation to associate recruitment and development. Participating businesses then committed to employment and mentoring of students. Educators were then approached to participate in the initiative while committing to the curriculum development and screening of students. The “YOR” staff then oversaw the development, implementation and evaluation of the School-to-Work initiative.

WHO WAS INVOLVED:

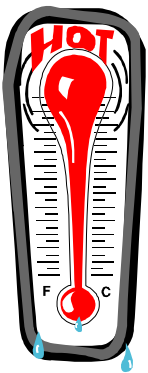
The New Mexico Retail Association, National Retail Federation, the New Mexico DECA/Marketing programs, and the Albuquerque Public Schools.

LESSONS LEARNED/BARRIERS:

Student participants were not equipped with adequate employability skills prior to placement with participating companies. After year one, the program implemented a pre-employment training class to address the employability skills and work ethic of participants.

RESOURCES: (FINANCIAL, HUMAN, TECHNOLOGY, EQUIPMENT)

Initially, most financial resources was provided by the New Mexico Retail Association and its members. Approximately five months of program development were required to implement the program, and over twenty-five people assisted in the implementation.



EVALUATION: (WHAT WOULD YOU DO DIFFERENTLY)

The program utilizes a number of evaluation criteria. This would include: graduation rates, placement rates, retention of students by employers, post-secondary enrollment following high school graduation, student evaluations by mentors, etc.

FISCAL NOTES:

This program was funded by a state appropriation grant for fiscal years '96 & '97. Also received funding from the National Retail Federation in Washington, DC.

ALBUQUERQUE BUSINESS EDUCATION COMPACT

NAME:

Celia Merrill, Conference Co-Chair

ADDRESS:

P.O. Box 13255
Albuquerque, NM 87192-3255

TELEPHONE/FAX:

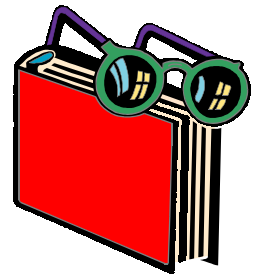
Phone: (505) 298-7235
Fax: (505) 298-9366

SCHOOL-TO-WORK COMPONENT THIS "BEST PRACTICE" PERTAINS TO:

System-Building

OVERVIEW OF THE BEST PRACTICE (ABSTRACT):

A regional working conference (large scale systems event) was sponsored by the Albuquerque Business Education Compact (ABEC) for the Mid Rio Grande Region on January 16 - 17, 1997. The purpose of the conference was to gather ideas, share perspectives, develop a vision, and identify preliminary action steps to take in implementing a regional school-to-work system. Approximately 180 stakeholders attended, representing Albuquerque and the surrounding communities and representing all stakeholders - business, education, government, parents, and students.



IMPACT:

- Participating communities developed specific plans and personal commitments to take action over the next year toward implementing a regional school-to-work system.
- ABEC agreed to take the lead in forming a non-profit corporation which will oversee and coordinate the system.
- One of the working groups developed specific responsibilities to be carried out by this non-profit corporation.
- Until the non-profit corporation is formed and operating, ABEC's School-to-Work Committee will maintain the momentum and provide a communication network for the region.
- What exists currently that the system promises to change:
 - many business-education partnerships furthering the school-to-work initiative, but no comprehensive system;
 - gaps and overlaps in programs which, without coordination, lead to ineffective use of resources;
 - much misunderstanding within the community (particularly among businesses and parents) about what school-to-work is;
 - no consistent means of evaluating program outcomes;
 - limited opportunities to share information and learn from what others are doing.

HOW WAS IT ACCOMPLISHED:

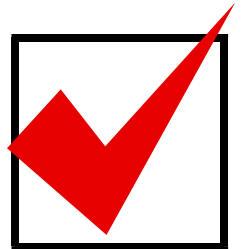
- ABEC established a School-to-Work Committee in the fall of 1995.
- ABEC approved a regional conference in January 1996.
- The School-to-Work Committee began planning for a working conference (also known as a large scale systems event) in the spring of 1996.
- ABEC invited stakeholders from surrounding communities to attend a breakfast hosted by Intel and McDonald's of Rio Rancho on August 6, 1996, and invited these communities to join in the conference initiative.
- The School-to-Work Committee solicited funding for the conference, which was intended to be fully funded by contributions without requiring a registration fee.
- Consultants expert in the design and facilitation of large scale systems events were solicited for bids and the consulting collaboration of Barsky and Masica was selected.
- A Conference Team, composed of stakeholder representatives, met in October and November 1996 to identify the critical issues to be resolved in implementing a regional school-to-work system and to begin designing the conference agenda.
- A Design Team, a smaller number of stakeholder representatives, continued to work with the consultants on the detailed design of the conference, as did the conference co-chairs.
- A Participant Selection Team, along with representatives from each



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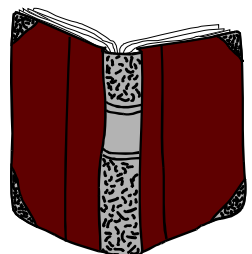
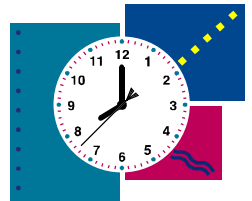
community, developed criteria for inviting participation and the list of individuals to invite to the conference.

- Invitations were sent in November 1996.
- A conference binder was prepared which contained extensive background information on school-to-work, on the critical issues identified, and on local, state, and national programs and practices.
- The conference included brief presentations on building a system; on business and economic development needs, on how education will change, on student needs, and on best practices nationally. These presentations provided the information needed for participants to plan appropriately for the region.
- The conference included a graphic facilitation process, which had participants working on templates in their table groups (samples enclosed) and which graphically recorded on very large (4' x 8') sheets of paper the information reported out from the small group work.
- The School-to-Work Committee will compile a report of the information developed and planning done at the conference, which will be sent to all participants in the interim while the non-profit corporation is established.



WHO WAS INVOLVED:

- Stakeholders represented at the conference included:
 - large business
 - small business
 - business organizations (e.g. chambers of commerce)
 - K-12 teachers
 - K-12 administrators and district representatives
 - post-secondary educators
 - post-secondary administrators
 - school board members
 - teachers union representatives
 - city government and elected officials
 - county government
 - state government
 - students
 - parents
- Sponsors of the conference included:
 - Albuquerque Technical-Vocational Institute
 - Bernalillo County
 - City of Albuquerque
 - Intel Corporation
 - Philips Semiconductors
 - Public Service Company of New Mexico
 - Sandia National Laboratories
 - Sunwest Bank
 - US West Communications



In-kind contributors included:

- Albuquerque Public Schools
- CM + Associates, Inc.
- Hyatt Regency of Albuquerque
- McDonald's of Rio Rancho

LESSONS LEARNED:

- What worked well
 - involving all communities from very early on in the process
 - the process of engaging representative stakeholders in the specific planning for the conference
 - the conference design - pace, activities, interaction of participants, flexibility
 - the graphic facilitation tool
 - the logistical coordination by a member of the consulting team
- What we would do differently
 - closer oversight of the registration process and more personal follow-up to the invitations
 - more time to spend on putting together the conference binder
 - not scheduling a conference so soon after schools have been on a two-week break
 - the weather

BARRIERS:

- During the preconference planning and to a lesser degree at the conference itself, we encountered some skepticism about educators' willingness to change and about business' willingness to support the systemic change required. Expert facilitation helps people to examine their assumptions and to withhold judgment.
- In implementing the system, we anticipate funding will have to be aggressively sought.
- Insufficient time is a barrier - both from the standpoint that we want it done yesterday and from the standpoint that educators and businesses are already fully committed with other responsibilities and will have difficulty finding the time to carry out the plans.

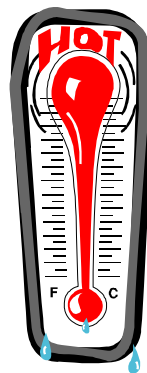
RESOURCES: (FINANCIAL, HUMAN, TECHNOLOGY, EQUIPMENT)

- Financial resources required - budget of \$60,000 for the conference
- Human resources
 - half-time staff person for ABEC (funded by the City of Albuquerque) probably spent closer to full time on this project in final 6 weeks
 - conference co-chairs (volunteer) spent approximately quarter to half time

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each in the 2 months prior to the conference, approaching full time in the final 2 weeks of preparation

- Conference Team spent 6 hours in meetings and several hours between
- Design Team spent 10 hours in meetings and several hours between
- School-to-Work Committee members spent approximately 30 hours in meetings over the year of planning and many hours between on individual tasks and subcommittee meetings
- consultants spent more than the 37 days proposed (working pro bono)
- Equipment used
 - a 9' x 12' rear projection video screen was used to project speakers and the graphic recording during the conference, as well as to play video vignettes
 - a master tape of video vignettes was prepared to provide short pieces of information throughout the conference on best practices, program outcomes, and student impact
 - the conference was videotaped with 3 separate cameras available for most activities, and the footage will be used to accomplish several objectives (e.g. marketing, sharing best practices, etc.)



EVALUATION: (WHAT WOULD YOU DO DIFFERENTLY)

- The ultimate evaluation will be in the successes and failures experienced in accomplishing the plans developed.
- A conference evaluation asked:
 - on a scale of 1 - 10 (with 1 being “no chance” and 10 being “we will accomplish this in half the time”) how would you rate the likelihood of our accomplishing our plans? Conference participants’ responses were in the 7 - 9 range.
 - what specific commitment you (participant) will make? Most participants made very specific commitments to take action.

OTHER SCHOOL-TO-WORK COMPONENTS THIS “BEST PRACTICE” IS CONNECTED TO:

Because the purpose of this conference was to build a system, most school-to-work components will be affected by the actions which come from the conference. The predominant component, however, is probably the connecting activities.

FISCAL NOTES:

- Corporate contributions—\$25,000
- City of Albuquerque and Bernalillo County—\$20,000
- Albuquerque Technical Vocational Institute—\$17,000 (estimated)
- Value of in-kind contributions—\$10,000 (estimated)



WORLD HEALTH OCCUPATIONS ACADEMY ONATE HIGH SCHOOL

NAME:

Linda K. Jones

ADDRESS:

Oñate High School
6800 NE Main St
Las Cruces, NM 88011

TELEPHONE/FAX:

Phone: (505) 527-9430
Fax: (505) 527-9444

SCHOOL-TO-WORK COMPONENT THIS "BEST PRACTICE" PERTAINS TO:

Career Majors/Pathways

OVERVIEW OF THE BEST PRACTICE (ABSTRACT):

The Oñate High School World Health Occupations Academy is a program that prepares students for careers in the health care industry. Core area teachers are integrating curriculum with each other as well as introducing medical topics into areas such as literature and history. Classes have been developed in concurrence with Doña Ana Branch Community College (DABCC). Local medical facilities have been contacted to develop a work-based learning component in which certificates, such as Nursing Assistant, will be awarded to give students employability in the health industry. Faculty members work with students as advisors, performing grade checks and counseling students in problem areas. Community Service Projects are offered.

IMPACT:

Students are more interested in classes because they can see the relationship between the courses they are taking. They also see the relationship between the courses and the field they hope to enter. Students have a faculty advisor. We hope this extra input will reduce the failure rate and help ensure our students are better prepared for the world after high school.

HOW WAS IT ACCOMPLISHED:

- Team of faculty members were selected (Fall 1994)
- Advisory Committee was assembled (Fall 1994)
- Course pathways were outlined (Fall 1994)
- Grants were applied for and received
 - \$5,510.00 in Spring 1995 (Carl Perkins)
 - \$5,000.00 in Spring 1996 (Carl Perkins)
- Visits were made to nearby schools doing similar programs (Fall 1995)
- Artwork was commissioned and brochures made (Fall 1995)
- Presented program to School Board (Fall 1995)
- Communication with the counseling staff about the academy. (Fall 1995)
- Visits were made to middle schools to inform 8th grade students about the program. (Spring 1996)
- Students applied, were interviewed, and then accepted. (Spring 1996)
- Teachers were paid from grant money to develop and/or integrate curriculum (Summer 1996)
- First students began program in their 9th grade year (Fall 1996)
- Kick-off event with medical professionals and students (August 1996)
- Lunch with Academy students and Advisory members (September 1996)
- Develop skill-development programs, cross training from Nursing Assistant (Spring 1997)



WHO WAS INVOLVED:

Academy Staff

- Anne Menke - Oñate High School Assistant Principal
- Linda K. Jones - Intro. to Health Occ./Biology Teacher
- Darlene Whitmore - ABC-Health Teacher
- Shannon Bradley - American History Teacher
- Georgia Magoffe - Global History Teacher
- Terri Carr - Math Teacher
- Linda Peterson - Junior Composition and Literature Teacher
- Linda Gibbons - Sophomore Composition and Literature Teacher
- Heide McConnell - Freshmen Composition and Literature Teacher

Advisory Committee

- Mary Bergeron - Administrator, Family Medical Center
- Emily Bowers - Oñate Counseling Department Head
- Carter Campbell - Manager of Educational Services, Memorial Medical Center
- Nancy Cross - Instructor, Health Occupations, DABCC
- Janet Flores - AHCOP Coordinator, NMSU
- Samette Gilbert - Administrative Director, Lovelace Health Systems



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- Pearl Hawe - Educational Outreach Coordinator, NMSU
- Bev Hine - Health Services Coordinator, Las Cruces Public Schools
- Trula Holstein - Director of Secondary Curriculum, LCPS
- John Krause - Career Education Coordinator, LCPS
- Brad Merhege - First American Home Care, Physical Therapist
- Mike Ramos - Family Medical Center
- Sara Stark - Division Head, Health and Public Services, DABCC
- David Steffan - Director, District Health, NM Public Health Office
- (Linda Jones and Anne Menke are also on this committee).

LESSONS LEARNED:

- Start the recruiting procedure earlier.
- Set a schedule and stick to it. Have deadlines for each part of the process.
- Let the students and counselors know what classes the students need to be in
- Wait to have kick-off event until the first few weeks of the school year.
- Find ways to let the students feel as if they are part of a group.

BARRIERS:

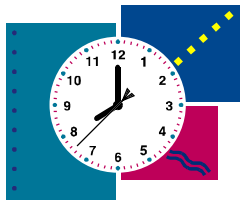
- Scheduling!!! This is one of the hardest things to do. Communication with the counselors needs to be done early and often.
- Time!!! You have to have time to recruit students, look over applications, interview students, plan, meet with community members. So far this has been covered by the grants or completed on prep hours.

RESOURCES: (FINANCIAL, HUMAN, TECHNOLOGY, EQUIPMENT)

- Time and/or money for teacher planning
- Time and money to talk to other people working in similar programs
- Time and money for consultants to help with special lesson plans
- Community members for work-based learning
- Release time for teachers to go recruit and interview applicants.
- Equipment for labs and clinical preparation (Beds, cribs, etc.)

EVALUATION: (WHAT WOULD YOU DO DIFFERENTLY)

We evaluated the success by the number of applications received and the performance of the students during their first year. We started the year with 30 students. Later we can evaluate the success by the number of students that are accepted into post-secondary institutions and into health related employment.



OTHER SCHOOL-TO-WORK COMPONENTS THIS “BEST PRACTICE” IS CONNECTED TO:

We have articulation with DABCC. They send an instructor out to teach 3 courses. Currently they alternate. Medical Terminology and Human Relations and Communication in the Health Care Setting is offered and then Nursing Assistant is offered the following year. If our enrollment increases, it is possible that all classes will be offered in the same year.

We are also working on the work-based learning component of the program. We hope to develop certificate programs that go beyond Nursing Assistant. Currently we are working on a plan with DABCC and local medical facilities. These plans include the development of some cross-training activities once student have completed the Nursing Assistant course.

MAYFIELD BUSINESS ACADEMY

NAME:

Naomi Scroggs, Director

ADDRESS:

1955 N. Valley Drive
Las Cruces, NM 88005

TELEPHONE/FAX:

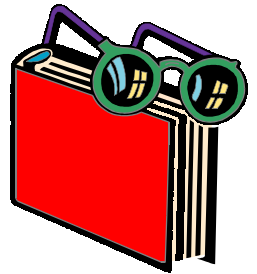
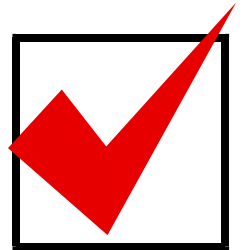
Phone: (505) 527-9415
Fax: (505) 527-9420

SCHOOL-TO-WORK COMPONENT THIS “BEST PRACTICE” PERTAINS TO:

Work-Based Learning
School-Based Learning

OVERVIEW OF THE BEST PRACTICE (ABSTRACT):

The Mayfield Business Academy provides a functional curriculum which integrates business and academic concepts and allows students to develop employability skills necessary for success in the competitive work place. The rigorous curriculum utilizes success-oriented instructional strategies, integrated academic and vocational/technical course work designed to demonstrate the relevance of academics in the work place, community resources, and new technology. Additional components include job



shadowing and internships at various community work sites. Seniors graduating from the Mayfield Business Academy will have the skills necessary to facilitate their transition from school to career and also be fully qualified to attend a two- or four-year college.

IMPACT:

This is our third year of operation, and our original students are now seniors. They are currently being interviewed and hired for positions in the community.

HOW WAS IT ACCOMPLISHED:

We received a planning grant (Carl Perkins funds) and an additional Carl Perkins grant for our first year of operation. This money allowed us to provide a common planning period for our Academy teaching team, field trips, curriculum workshops and training for Academy staff, and some equipment.

WHO WAS INVOLVED:

Our Academy teaching team consisted of one history, one science, one English, one math, and one business teacher. In addition, we developed an Advisory Board whose membership was representative of business and industry in this area.

LESSONS LEARNED:

An Academy concept can be a great way to link academics and technical/vocational concepts with the world of work.

BARRIERS:

- Once the grant money ran out, we were unable to keep our common planning period for Academy teachers. This caused some fragmentation of efforts.
- Our school is in the process of restructuring—going to a block schedule. This new format has caused extreme scheduling problems.
- Our central office administration chose to cut staff as part of the restructuring. This meant that we could no longer keep our Academy classes “exclusive” to Academy students only, so we lost the “family” we had created (and which we feel was a great part of our success).

RESOURCES: (FINANCIAL, HUMAN, TECHNOLOGY, EQUIPMENT)

- Enough monies to insure that classes can be kept “exclusive” to Academy students
- Strong Academy team members who are committed to the success of the program



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- Technology to provide up-to-date skills related to the job market in your area

EVALUATION: (WHAT WOULD YOU DO DIFFERENTLY)

Our first year was our most successful. Our students' grades and attendance rate improved dramatically. We are undergoing many school-wide changes, and are continuing to adjust our program to help it fit in with the overall school programs.

BANKING & FINANCE CAREER MAJOR LAS CRUCES PUBLIC SCHOOLS

NAME:

John Krause
Cheryl Essex

ADDRESS:

Las Cruces Public Schools
505 S. Main, Suite 249
Las Cruces, NM 88001

TELEPHONE/FAX:

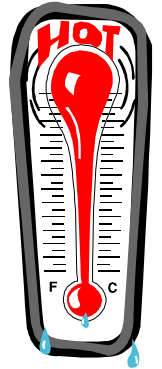
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Fax: (505) 527-5983
Phone: (505) 527-6050
Fax: (505) 647-3315

SCHOOL-TO-WORK COMPONENT THIS "BEST PRACTICE" PERTAINS TO:

Career Majors

OVERVIEW OF THE BEST PRACTICE (ABSTRACT):

Program for high school juniors and seniors studying for a career in banking and finance. They are employed halftime by a local financial institution offering on-the-job training and work site mentors that will help them learn industry procedures and standards as well as work place skills. School work will provide relevant academic and skills-development courses. Students earn 2.5 elective high school credits per semester for their participation in the program. Students earn simultaneous credit at their respective high school and at the Dona Ana Branch Community



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College as they work toward an associate's degree in occupational business with a banking emphasis.



IMPACT:

Students can finish the program with a degree and 2,400 hours of paid work experience at the end of the thirteenth year. With this work experience, along with good work habits and skills suited to the banking industry, the program makes students into highly marketable banking employees.

HOW WAS IT ACCOMPLISHED:

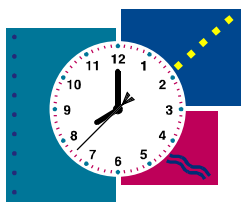
A marketing proposal for the program was developed through the joint efforts of the Dona Ana County Workforce Action Council, the Dona Ana Branch Community College, and the Las Cruces Public Schools. Key members of these organizations presented the program to the CEO's of the various banking and financial institutions in the community. Fourteen institutions agreed to participate. A DACUM (Develop a Curriculum) was produced ensuring that all participating institutions addressed certain aspects of the career. Students enroll in a related banking course at the Dona Ana Branch Community College through the AVS (Area Vocational School) program.

WHO WAS INVOLVED:

- Dona Ana County Workforce Action Council
- Jim McLaughlin, Campus Director, Dona Ana Branch Community College
- John Krause, LCPS School-To-Career Coordinator
- Mike Elrod, Division Head, DABCC Business & Information Systems
- Cheryl Essex, LCPS EXCEL Site Analyst and DACUM Facilitator
- Phyllis Dillard, DABCC Student Development Coordinator
- Karen Salazar, Matrix Capital Bank
- Ray Ritoch, Citizen's Bank
- Melba Ramos, White Sands Federal Credit Union
- Socorro Nieto, Central Loan
- Julie Merhege, First Sierra Bank
- Janet Gass, Sunwest Bank of Las Cruces
- Michelle Fenton, Fort Bliss Federal Credit Union
- Gwenn Everett, Bank of the Rio Grande
- Jessica Bryant, First Federal Savings Bank of New Mexico
- Joe Behnke, First Federal Savings Bank of New Mexico

LESSONS LEARNED:

LCPS in conjunction with DABCC targeted the business community first—getting community involvement, developing a curriculum based upon consensus of the financial institutions, developing high school and community college credit hours, and then



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recruiting interested students. Six months of planning and recruitment activities were required before the program was implemented. The time line to develop the curriculum, recruit and enroll the students was done within two months. More time was needed to address students on the importance of a career decision and the commitment that was needed in order for the experience to be successful.

BARRIERS:

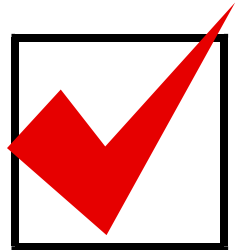
- Institutions not willing to budget for part time employment of a student. Emphasis placed on the practicality of investing in the future of the industry by providing training for students with specific career objectives.
- Manager of financial institutions not in a position to make local decisions for their company (i.e., home offices located in another city or state).
- Student commitment to the policies and procedures of the employing institution. School officials stressing the fact that although students are receiving credit for working, financial institution's policies took precedence over school policies (i.e., attendance, dress code, release for extracurricular activities, etc.)
- Time management on the part of the student. School liaison and financial institution mentors assist students in developing time management techniques.

RESOURCES: (FINANCIAL, HUMAN, TECHNOLOGY, EQUIPMENT)

- Publications (brochures, DACUM charts) \$150
- Desktop Publishing—3 staff members 20 hours
- Preliminary Preparations &: CEO Breakfast—CEO of Citizen's Bank, LCPS Administrator & DABCC Administrator 8 hours
- DACUM (Development of Curriculum)—10 Bank Employees, DACUM Facilitator & DACUM Recorder 96 hours
- Recruitment of Students—LCPS Administrator, Bank Official, & Counselor/Teacher from each high school 15 hours
- Area Vocational School Screening—DABCC Student Development Coordinator 10 hours
- Interview Process for Students—8 Financial Institutions' Human Resource Directors 48 hours
- Placement & Supervision of Students - LCPS Administrator & DABCC AVS Coordinator 40 hours

EVALUATION: (WHAT WOULD YOU DO DIFFERENTLY)

Short term evaluation would be based on successful completion of the specified AVS course and the work-based learning experience at the end of each semester. Long term



evaluation would be determined by the number of students who culminate the experience with an Associate of Arts degree in Occupational Business with a Banking emphasis.

OTHER SCHOOL-TO-WORK COMPONENTS THIS “BEST PRACTICE” IS CONNECTED TO:

- Work-based Learning
- Curriculum Development
- Connecting Activities
- Employer Involvement
- Articulation
- Marketing School-to-Work

